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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

Recent publications of special interest may be mentioned as follows: Sutton, Problems in modern education; Stevens, Guide to the Montessori method; Betts, New ideals in rural schools; Coffman, Mobility of teaching population; Felinley, New normal school movement; Sanders, Professional work in State normal schools; Carnegie foundation, Seventh annual report; Cattell, University control; Woodbridge, Present status of degree of Ph. D.; Strayer, Educational administration; Gray, Variations in grade of high-school pupils; Bancroft, Posture of school children; Monroe, Human interrelationship and education; Ward, Social center; Dewey, Industrial education and democracy.

The committee on school inquiry of the board of estimate and apportionment of the city of New York has recently issued the following reports:

- Part II, Subdivision I. Elementary schools. Section F.—Problems in elementary school organization and administration. I. Intermediate schools. By Frank P. Bachman. v, 43 p.
- Part II, Subdivision III. High schools. Section A.—“Courses” (programs) of study, except commercial courses. By Calvin O. Davis. xii, 76 p.

Of the publications listed in this bulletin, only those named in the section headed “Bureau of Education: Recent publications” are available for free distribution by this office. All others may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization.

A directory of the periodicals indexed in the following pages may be found at the end of this bulletin.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

625. **Arkansas state teachers' association.** Proceedings of the forty-fifth annual session. . . . Little Rock, December 26th, 27th, and 28th, 1912. Little Rock, H. G. Pugh printing company, 1912. 265 p. 8°. (J. L. Bond, corresponding secretary, Little Rock, Ark.)
- Contains: 1. J. P. Womack: Call of the country, p. 52-63. 2. O. H. Benson: Education for farm and home, p. 63-64. 3. O. B. Cook: Revivification of the rural community, p. 70-77. 4.

E. E. Morris: Right functioning of the college of today, p. 90-95. 5. F. H. Harrin: Have the normal training schools made good? What should be the policy of the state toward these schools in the future? p. 102-107. 6. J. M. Paul: The study of current events in the high school, p. 123-25. 7. S. C. Swearingen: Standards of efficiency in our schools: the need for such standards, and a suggested plan for working them out, p. 132-34. 8. H. A. Woodward: The savings bank in a high school, p. 135-38. 9. C. W. Garrison: Rural school sanitation, p. 155-58. 10. C. E. Womack: Rural school sanitation, p. 159-61. 11. A. M. Harding: Practical course in arithmetic for the high school, p. 187-91.

626. **Music teachers' national association.** Papers and proceedings . . . at its thirty-fourth annual meeting, Vassar college, Poughkeepsie, N. Y., December 30, 1912, to January 2, 1913. Hartford, Conn., 1913. 211 p. 8°. (J. L. Erb, secretary, Wooster, Ohio)

Contains: 1. G. C. Gow: The teacher and his material, p. 49-59. 2. J. L. Erb: The college conservatory of music, p. 60-69. 3. H. C. Macdougall: The training of the composer, p. 80-90. 4. O. A. Mausfield: The teaching of musical composition, p. 91-98. 5. Julia E. Crane: The relation of the professional musician to school music, p. 101-109. 6. L. B. McWhood: College calls, p. 140-44. 7. E. M. Bowman: History of the organization of the American college of musicians, p. 145-55. 8. C. H. Mills: The history of music degrees, p. 159-70.

627. **Ohio college association.** Transactions of the forty-third annual meeting, held at Columbus, Ohio, December 27 and 28, 1912. [The Association, 1913] 114 p. 8°. (E. A. Miller, secretary, Oberlin college, Oberlin, Ohio)

Contains: 1. Report of Committee on cooperation, including brief statement from each college of important changes in policy or practice, p. 9-10, 17-51. 2. E. E. Lincoln: The meaning of Oxford to the United States and the possibilities of the Rhodes scholarship scheme, p. 64-82. 3. E. E. Phillips: Bergson's theory of knowledge, p. 83-90. 4. W. L. Gard: The bearing of recent interpretations of formal discipline upon educational doctrine and practice, p. 90-99.

628. **Ohio state association of school board members.** Proceedings of the meeting held in Columbus, Ohio, 1913. Ohio teacher, 33: 354-66, 373-76, March 1913.

Contains: 1. J. F. Orr: How to run the schools without money, p. 354-59. 2. D. C. Westenhaver: The increase of school expenditures and the causes thereof, p. 359-63. 3. F. W. Miller: The cost of public education, p. 364-66. 4. John Davison: The inter-relations of boards of education, superintendents, teachers and constituency, p. 373-76.

629. **Pennsylvania state educational association.** School directors' department. Proceedings of eighteenth annual session, at Harrisburg, February 6 and 7, 1913. Pennsylvania school journal, 61: 375-412, March 1913.

Contains: 1. N. C. Schaeffer: [School revenue] p. 379-81. 2. Dr. Royer: Some results of medical inspection, p. 381-82. 3. A. D. Yocum: Tests of efficiency of the school system, p. 382-83. 4. M. G. Brumbaugh: A state school fund, p. 383-87. 5. M. T. Tredway: Progressive movement in education, p. 387-91. 6. P. P. Claxton: [Training in the schools] p. 391-94. 7. W. E. Runger: The public's children and civic experience, p. 394-97. 8. Samuel Hamilton: The physical square deal and the cigarette habit among boys, p. 398-402. 9. E. S. Brownmiller: The evolution of education, p. 402-406.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

630. Present standards of higher education in the United States, by George Edwin MacLean. Washington, 1913. 191 p. (Bulletin, 1913, no. 4)
631. Agricultural instruction in high schools, by C. H. Robison and F. B. Jenks. Washington, 1913. 80 p. (Bulletin, 1913, no. 6)
632. Status of rural education in the United States, by A. C. Monahan. Washington, 1913. 72 p., illus. (Bulletin, 1913, no. 8)
633. Consular reports on continuation schools in Prussia. Washington, 1913. 30 p. (Bulletin, 1913, no. 9)
634. Promotion of peace, comp. by Fannie Fern Andrews. Washington, 1913. 66 p. (Bulletin, 1913, no. 12)

Contains: 1. Suggestions for the observance of Peace day (May 18) in schools. II. Agencies and associations for peace.

BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

EDUCATIONAL HISTORY.

635. **Brasier, Léon.** Histoire des maisons d'éducation de la légion d'honneur. 2. éd., Paris, Librairie Renouard [1912?] 283 p. illus. 4°.
636. **Leménestrel, Charles.** L'instruction en France date-t-elle de la révolution? Paris, H. Champion, 1912. 304 p. 12°.
Undertakes to show that the present educational system of France is the product of a long course of development, extending from the earliest periods of French history.

EDUCATIONAL BIOGRAPHY.

637. **Baldwin, Bird T.** John Locke's contribution to education. Sewanee review, 21: 177-87, April 1913.
Writer calls attention "to a new interpretation of John Locke's views on education, by emphasizing the fact that his educational writings, like his philosophical contributions, characterize him essentially as a pioneer in certain aspects in this field of work."
638. **Draper, William Henry.** Sir Nathan Bodington, first vice-chancellor of the University of Leeds. London, Macmillan and co., limited, 1912. xii, 256 p. (front. (port.) 8°.
639. **Drtna, François.** L'idée humanitaire dans l'œuvre et dans la vie de Jean Amos Comenius. Revue internationale de l'enseignement, 65: 125-133, February 1913.
640. **Giraud, Jean.** Un inspecteur général d'il y a cent ans; les idées pédagogiques et administratives de Joubert. Revue universitaire, 22: 230-37, March 1913.
To be continued.
641. **Gros, J.** Lakanal et l'éducation nationale. Paris, E. André fils, 1912. 212 p. 12°.
642. Jean-Jacques Rousseau; leçons faites à l'École des hautes études sociales, par MM. F. Baldensperger, G. Beaulavon, I. Benrabi, C. Bouglé, A. Cahen, V. Delbos, G. Dwelshauvers, G. Gastinel, D. Mornet, D. Parodi, F. Vial. Paris, F. Alcan, 1912. 303 p. 8°. (On cover: Bibliothèque générale des sciences sociales . . . XLIII)
643. **Rubio, Federico.** Mismaestros y mi educación; memorias de niñez y juventud. Obra póstuma e inéd. . . . Publica su hija. Prólogo por el Doctor Luis Marco. Madrid, V. Tordesillas, 1912. 456 p. 4°.

PRESENT SITUATION.

644. **Galli, Maria.** L'istruzione elementare e popolare in Scandinavia. Rivista pedagogica, 6: 197-214, March 1913.
645. **Harferding, Mrs. Janet.** Schools at Gary, Indiana. Nebraska teacher, 15: 399-400, March 1913.
Continued from the February number.
646. **Koeppel, George.** Observations concerning the organization of schools and certain phases of educational work in Germany. IV. Elementary school teacher, 13: 346-52, March 1913.
Conclusion of a series of articles on German education. This paper treats of trade schools and physical training.
647. **Raphaël, Gaston.** L'école de l'avenir. Revue pédagogique, 62: 225-35, March 1913.
A discussion of the educational situation in Germany, especially in reference to the ideas for reform promulgated by the Goethebund.

648. [Sheffield] Lord Haldane and the prospects of educational reform. *Contemporary review*, 103 : 305-14, April 1913.
Contrasts the English and Scotch systems of schools. Advocates the systematic development of physical education and training.
649. Weill, Louis. Les assistants étrangers. *Revue universitaire*, 22 : 207-9, March 1913.
A criticism of the attitude of the French teachers toward foreign students visiting the schools.
650. Williams, A. M. Education; a survey of tendencies. Glasgow, J. Maclehose and sons, 1912. 225 p. fold. chart, 8°.

PEDAGOGICS AND DIDACTICS.

651. Bourne, Randolph S. Youth and life. Boston and New York, Houghton Mifflin company, 1913. 363 p. 8°.
CONTENTS: 1. Youth. 2. The two generations. 3. The virtues and the seasons of life. 4. The life of irony. 5. The excitement of friendship. 6. The adventure of life. 7. Some thoughts on religion. 8. The mystic turned radical. 9. Seeing, we see not. 10. The experimental life. 11. The dodging of pressures. 12. For radicals. 13. The college: an inner view. 14. A philosophy of handicap.
652. Chancellor, William Estabrook. Better school teaching. Educational foundations, 24 : 454-64, April 1913.
This begins a series of articles by Dr. Chancellor on an interesting subject to educational workers. "Better school teaching." Each article will be abundantly worth reading for its own sake. The series as a whole will constitute a document of great importance.—From Editorial.
653. Grunder, Fr. La province pédagogique de Goethe et les principes des écoles nouvelles. *Minerva*, 5 : 76-81, March 1913.
654. John, F. Individuale und soziale erziehung. *Frauenbildung*, 12 : 136-42, heft 3, 1913.
Discusses the work of Gaudig, Foerster, and Kerchensteiner as representative of the diverging individualistic and socialistic forces in education and attempts to reconcile them.
655. Lane, Winthrop D. Teaching what the twentieth century wants. *Survey*, 29 : 867-69, March 22, 1913.
Discusses the proposed work of the Committee on school efficiency, appointed by the National council of education, at its meeting in February 1913. The author describes it as "a thoroughly revolutionary step in education, from the standpoint of social workers." "The Committee was appointed to give head and guidance to the growing demand for investigating schools and testing the efficiency of school systems." In discussing the projected work, Prof. Buzzallo said: "The greatest waste in education is not in bad teaching, but in teaching things that the twentieth century does not want."
656. Luzuriaga, Lorenzo. Direcciones actuales de la pedagogia en Alemania. Madrid [etc.] Libreria nacional y extranjera [1912] 195 p. 8°.
657. Moore, Ernest C. Education at the meeting of the British Association. *Educational review*, 45 : 345-61, April 1913.
An important report rendered was the influence of school books upon eyesight. Standardizing of type used in text-books was recommended. An exhaustive report was also submitted on the mental and physical factors involved in education.
658. Münch, Wilhelm. Zum deutschen kultur- und bildungsleben. Fünfte sammlung vermischter aufsätze. Berlin, Weidmannsche buchhandlung, 1912. 338 p. 8°.
659. Rein, W. Die nationale einheitschule. *Pädagogische warte*, 20 : 306-11, March 15, 1913.
States the demand for the national *Einheitschule* for Germany and gives graphic illustrations of proposals. To be continued.
660. Schulze, B. Experimental psychology and pedagogy for teachers, normal colleges, and universities. tr. by Rudolf Pintner. New York, The Macmillan company, 1912. 264 p. illus. 8°.

661. **Smith, Preserved.** The unity of knowledge and the curriculum. Educational review, 45 : 339-44, April 1913.

Author thinks that much of "the unreason, impracticability and lack of inspiration charged not altogether unjustly against our academic instruction, is due to a want of coordination in the studies, to the disconnected way in which fragmentary information is imparted in the diverse arts and sciences."

662. **Sutton, William Seneca.** Problems in modern education. Addresses and essays. Boston, Sherman, French & company, 1913. 257 p. 8°.

CONTENTS: 1. Attitude of the man of science toward educational criticism. 2. Some contributions of the nineteenth century to educational progress. 3. Herbert Spencer's individuality as manifested in his educational thinking. 4. Determining factors of the curriculum of the secondary school. 5. Unification of college degrees. 6. Organization of the department of education in colleges and universities. 7. Contributions of William T. Harris to the development of education in America. 8. The club woman and the development of educational public opinion. 9. Education of the modern woman. 10. Significance of Christian education in the twentieth century. 11. Some fundamental educational principles applied to the work of the Sunday school. 12. Education of the Southern negro.

663. **Weeks, Arland D.** Wanted—a theory of education. Education, 33: 463-72, April 1913.

Writer says that "the bewilderment as to educational aims results largely from the shift from an individual to a social viewpoint." Discusses vocational education. "Here is the dilemma—how train for industries without producing undemocratic conditions? . . . It is unpleasant to think of the schools playing into the hands of exploiters of labor or becoming untrue to the tradition of equal opportunities."

664. **Wetzel, William A.** The old and the new systems of education—a contrast. Education, 33 : 503-12, April 1913.

Makes a plea for more individual instruction. The city school of the future must become a stronger social force.

665. **Yocum, Albert Duncan.** Culture, discipline and democracy. Philadelphia, Christopher Sower company, 1913. 320 p. 12°.

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

666. **Biervliet, Jules Jean.** Esquisse d'une éducation de l'attention. Paris, F. Alcan; [etc., etc., 1913] 137 p. 12°.

667. **Braunschvig, Marcel and Braunschvig, G.** Notre enfant: journal d'un père et d'une mère. Paris, Hachette et cie. 1913. 264 p. 12°.

668. **Bruce, H. Addington.** The home training of children. Outlook, 103: 724-29, March 1913.

Discusses among other things Karl Witte's education of his son.

669. **Golvin, Stephen Sheldon and Bagley, William Chandler.** Human behavior; a first book in psychology for teachers. New York, The Macmillan company, 1913. 336 p. illus. 12°.

670. **Courtis, S. A.** The reliability of single measurements with standard tests. Elementary school teacher, 13 : 326-45, March 1913.

A criticism of a recent article, published in the Elementary school teacher, giving the results and conclusions of "a study of the reliability of single measurements in the derivation of standard scores in adding." The original tests were made on 270 eighth-grade children in the eight larger grammar schools of San Jose, Cal.

671. **G., H.** L'enseignement de la mémoire. Educateur moderne, 8 : 116-20, March 1913.

672. **Magnusson, P. M.** Psychology as applied to education. Boston, New York [etc.] Silver Burdett and company [1913] 345 p. 8°.

673. **Prügel, L.** Beitrag zur geistigen entwicklung eines dreijährigen knaben. Zeitschrift für kinderforschung, 18 : 264-71; March 1913.

Interestingly intimate description of a real three-year old boy's mental development.

674. **Radosavljevich, Paul B.** The problem of habit formation. *American school-master*, 6:155-63, April 1913.
675. **Terman, Lewis M. and Hocking, Adeline.** The sleep of school children: its distribution according to age, and its relation to physical and mental efficiency. *Journal of educational psychology*, 4:138-47, March 1913.
 "This is the first of a series of three articles in which the authors report the results of extended experimental and statistical studies on the sleep of school children."

SPECIAL METHODS OF INSTRUCTION.

676. **Brown, Robert M.** The blackboard calendar. *Elementary school teacher*, 13:371-78, April 1913.
 A device for teaching the rudimentary lessons in the science of the weather.
677. **Coe, Fanny E.** The second book of stories for the story-teller. Boston, New York [etc.] Houghton Mifflin company [1913] xiv, 209 p. 12°. Designed for service to second-grade teachers, busy mothers, and social workers.
678. **Wright, Herbert F.** Moving pictures in the schools. *Catholic educational review*, 5:314-21, April 1913.
 Gives arguments against introducing moving pictures into schools.

SPECIAL SUBJECTS OF CURRICULUM.

679. **Bate, Robert Shelton.** The teaching of English literature in secondary schools. London, G. Bell and sons, Ltd., 1913. 177 p. 12°.
680. **Bredvold, Louis I.** Suggestions for reconstruction in high school English. *Education*, 33:492-98, April 1913.
 Says that the work in English must be thoroughly humanized.
681. **Clark, Bertha May.** Living versus dead biology. *School review*, 21:250-53, April 1913.
682. **Cooley, Alice Woodworth.** Language teaching in the grades. Boston, New York [etc.] Houghton Mifflin company [1913] viii, 88 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
 CONTENTS: 1. The principles of language teaching. 2. The use of literature as the basis of language teaching. 3. Some practical suggestions in the use of literature for language training. 4. The group plan of cooperative lesson units. 5. Training to habitual use of correct forms. 6. The use of textbooks.
683. **English equipment.** *English journal*, 2:178-84, March 1913.
 "A report presented to the National council of teachers of English, November 30, 1912."
684. **Farnsworth, Charles H.** The preparation of the music supervisor. *School music*, 14:25-30, March-April 1913.
 "To sum up the training of the supervisor: we find that it consists of four large groups of subjects. First, those pertaining to general education, second, those pertaining to teaching in general, third, those dealing with the profession of the musician, and fourth, those dealing with the profession of the music teacher and supervisor."
685. **Genthe, K. W.** Das system der höheren schulen Americas und der biologische unterricht. *Monatshefte für den naturwissenschaftlichen unterricht*, 6:145-61, heft 3, 1913.
 Continued article. In this section the author proceeds from the general description of American educational conditions to the specific description of biology instruction. Quotes many American opinions and gives typical outlines. Remarks particularly upon American emphasis of nature study.
686. **Hartwell, Ernest C.** The teaching of history. Boston, New York [etc.] Houghton Mifflin company [1913] viii, 71 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
 A guide for history teachers of the high school and the upper grammar grades.

687. **Heath, W. R.** The demands of the business world for good English. *English journal*, 2: 171-77, March 1913.
"A paper read at the meeting of the New York State association of teachers of English at Buffalo, November 26, 1912."
688. **Lugg, Charles H.** The school's responsibility. *South Dakota educator*, 26: 11-14, March 1913.
Deals with temperance instruction.
689. **Mackinder, H. J.** The teaching of geography and history as a combined subject. *Geographical teacher*, 7: 4-9, Spring 1913.
Discussion, p. 9-19.
This paper was read and discussed at the annual meeting of the Geographical society held at the University of London, January 9, 1913.
690. **Magni, John A.** The decline of the classics and their place in future curricula. *Pedagogical seminary*, 20: 23-41, March 1913.
691. **Paine, Cassie L.** A strong motivation for arithmetic work. *Elementary school teacher*, 13: 379-86, April 1913.
Describes work of twelve sixth-grade children, who were allowed to study in a group by themselves. They were not defective mentally, but were somewhat slow and indolent.
692. **Purin, C. M.** Die direkte methode beim modernsprachlichen unterricht. *Monatshefte für deutsche sprache und pädagogik*, 14: 78-83, March 1913.
The writer, a partisan of the direct method in language instruction, laments the unwillingness of American teachers to accept it. Answers vigorously various objections urged to the direct method.
693. **Rapeer, Louis W.** The problem of formal grammar in elementary education. *Journal of educational psychology*, 4: 125-37, March 1913.
"An experimental study which raises grave doubts as to the value of instruction in grammar in the elementary grades."
694. **Read, C. C.** A high school Latin course for high school pupils. *Virginia journal of education*, 9: 252-58, March 1913.
Read before the Classical association of Virginia, November 1912.
695. **Rowell, Percy E.** The status of science teaching in the elementary schools of the United States. *Elementary school teacher*, 13: 387-401, April 1913.
Writer says that instruction in general science, and in the methods of teaching such in the grades, should be given in every normal school of the country.
696. **Ryan, John.** A school wireless station. *Irish educational review*, 6: 321-28, March 1913.
A brief account of the practical work connected with setting up a wireless station in a college.
697. **Skinner, Hilda M.** Needlework in relation to character. *School world*, 15: 124-26, April 1913.
698. **Snow, William B.** Modern languages in American public schools. *Educational review*, 45: 362-75, April 1913.
Argues for better-prepared and better-paid teachers.
699. **Zidler, Gustave.** L'enseignement du français par le latin. Paris, Vuibert; Montreal, Beauchemin [1912]. 40 p. 8°.
Mémoire présenté au Premier congrès de la langue française en Amérique. - Québec, 1912.

'KINDERGARTEN AND PRIMARY SCHOOL.

700. **Black, Mae Virginia.** Phases of the Montessori system of teaching. *Pennsylvania school journal*, 61: 427-33, March 1913.
Address delivered before the Child study round table of the Pennsylvania state educational association, December 27, 1912.
701. **Boone, Richard Gause.** The Montessori method. *Starra educational news*, 9: 270-79, April 1913.
Continued from February issue.

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702. **Hardy, Lileen.** The diary of a free kindergarten. With an introduction by Kate Douglas Wiggin. Boston and New York, Houghton Mifflin company. 1913. 175 p. illus. 12°.
703. **Morgan, S. A.** The Montessori method. An exposition and criticism. Toronto, L. K. Cameron, 1913. 72 p. illus. 8°. (Ontario department of education. Bulletin no. 1, 1912)
Contains numerous illustrations, some taken from the American translation of Dr. Montessori's work, and others furnished by the House of childhood of New York, the firm which manufactures the didactic apparatus.
Dr. Morgan, the author of this publication, is principal of the Normal school at Hamilton, Ontario, and an experienced teacher of psychology.
704. **Murray, E. B.** A story of infant schools and kindergartens. London, Bath and New York, Sir I. Pitman & sons, ltd. [1913] ix, 145 p. 12°
705. **Stevens, Ellen Yale.** A guide to the Montessori method. New York, F. A. Stokes company, 1913. xii, 240 p. illus. 12°.

RURAL EDUCATION.

706. **Betts, George Herbert.** New ideals in rural schools. Boston, New York [etc.] Houghton Mifflin company [1913] x, 128 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
CONTENTS: 1. The rural school and its problem. 2. Social organization of the rural school. 3. Curriculum of the rural school. 4. Teaching of the rural school.
Written from the point of view of the local community immediately related to, and concerned with, the rural school; and consequently emphasizes the things that ought to be done by the local authorities—parent, trustee, and teacher.
707. **Brown, C. J.** Grade limitation for one-room schools. School news and practical educator, 26:329-30, 367-68, March, April 1913.
The author is the state supervisor of rural schools of Louisiana.
708. **Copeland, A. B.** County administration of rural schools. Colorado school journal, 28:17-18, March 1913.
709. **Lawrence, Frances E.** The daily program in a large rural school. South Dakota educator, 26:21-24, April 1913.
710. **Schwering, Benjamin.** Consolidation of country schools. Progressive teacher, 19:33-35, April 1913.
Gives the advantages of the consolidated school, taking as examples the John Swaney school of Putnam county, Illinois, and the Lee's Creek school of Lee's Creek, Ohio.
711. **Stewart, Joseph S.** A plan for the small rural or village high school. High school quarterly, 1:133-35, April 1913.
Gives a suggestive course of study.
712. What the leaders are saying about county supervision. A symposium. Texas school magazine, 15:13-14, March 1913.

SECONDARY EDUCATION.

713. **Alton, George B.** Minnesota high school situation. Journal of education, 77:381, April 3, 1913.
"This survey of the high school situation by State Superintendent Alton of Minnesota is from his annual report recently given out—a report which is full of suggestion and significant statistics."—Ed.
714. **Rapeer, Louis W.** The secondary school teachers of Prussia. Education, 83:478-87, April 1913.

715. **Wheeler, George.** The six-year high school. School review, 21:239-45, April 1913.
 Writer thinks there is "a rather strong drift toward an ultimate settling upon a six-year elementary school course, followed by a six-year high school course, but with the latter divided into two rather distinct periods of three years each." Summarizes the advantages of the 6-3-3 plan.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

716. **Blessing, C. W.** Essential qualifications of a teacher. American education, 46:328-31, March 1913.
717. **Boyden, Albert Gardner.** The teacher in modern life. Bridgewater, Mass., A. H. Willis, printer, 1913. 287, v p. 8°.
 "The purpose of this volume is to set forth in brief topical outline the scope and aim of the work of the modern teacher, how he is to prepare himself for his great work, and how he is to come into the skillful practice of his art."—Pref.
718. **Brittain, M. L.** System of certification for Georgia teachers adopted by the State board of education. High school quarterly, 1:174-78, April 1913.
719. **Coffman, Lotus D.** Mobility of teaching population in relation to economy of time. School and home education, 32:292-96, April 1913.
 Paper read before Department of superintendence, Philadelphia, February 26, 1913.
720. **Felmley, David.** The new normal school movement. Educational review, 45:409-15, April 1913.
 Writer says that high school teachers should be trained in the same environment as elementary teachers.
721. **Jones, H. Bedford.** The personal influence of the teacher. Education, 33:499-502, April 1913.
722. **Robertson, C. B.** The training of secondary school teachers. School review, 21:225-34, April 1913.
 Presents a scheme for solving the problem of furnishing practice teaching for secondary teachers in training.
723. **Sanders, W. H.** A study of professional work as presented in the state normal schools of the United States. Pedagogical seminary, 20:48-55, March 1913.
 "Data upon which this discussion is based were obtained by a questionnaire sent to all the state normal schools in the United States."

HIGHER EDUCATION.

724. **Armstrong, A. C.** German culture and the universities. Educational review, 45:325-38, April 1913.
 Writer says that the German universities constitute "a principal bulwark of ideal culture in our age." But this does not mean that they have failed to profit by the material progress of the day.
725. **Canby, Henry Seidel.** The professor. Harper's magazine, 126:782-87, April 1913.
 A character study of the modern college professor.
726. **Carnegie foundation for the advancement of teaching.** Seventh annual report of the president and of the treasurer. New York city, October 1912. 194 p. 4°.
 Contains: Part I. The business of the year. Part II. Current educational problems, including College entrance requirements, Admission to advanced standing, Medical progress, University and college financial reporting, Advertising as a factor in education, Education and politics, Sham universities.

727. **Cattell, J. McKeen.** University control. New York and Garrison, N. Y., The Science press, 1913. 484 p. 8°.

Includes a series of 299 unsigned letters by leading men of science holding academic positions, and articles by Joseph Jastrow of the University of Wisconsin, George T. Ladd of Yale university, John J. Stevenson of New York university, J. E. Creighton of Cornell university, J. McKeen Cattell of Columbia university, George M. Stratton of the University of California, Stewart Paton of Princeton, John Jay Chapman of New York, James P. Munroe of Boston, and Jacob Gould Schurman of Cornell university.

728. **Fuld, Leonhard Felix.** Kings college alumni. New York, 1913. 66 p. ports. 8°.

Reprinted from Columbia university quarterly. Contains biographical sketches of alumni from the class of 1758 to that of 1776 inclusive.

729. **Gerrans, H. T.** Oxford university finance. Educational review, 45:376-87, April 1913.

Shows the sources of the incomes of the University and of the colleges, and the powers which they possess of dealing with their revenues.

730. **Homan, Fletcher.** The sphere of the independent college or university. Oregon teachers monthly, 17:393-95, March 1913.

Address delivered before the Oregon state teachers' association at Portland, in December, 1912.

731. **Lasserre, Pierre.** La doctrine officielle de l'université. Critique du haut enseignement de l'état. Défense et théorie des humanités classiques. 3. ed. Paris, Mercure de France, 1913. 506 p. 12°.

732. **Lovejoy, Arthur O.** The metamorphosis of the Carnegie foundation. Science, n. s. 37:546-52, April 11, 1913.

Criticises the pension scheme of the Carnegie foundation for the advancement of teaching.

733. **Morris, Edward P.** The college and the intellectual life. Yale review, 2:456-69, April 1913.

734. **Schiller, F. C. S.** Oxford and the working man. Fortnightly review, 93:766-78, April 1913.

Meets objections raised against the university by the working classes.

735. **Stevenson, John J.** Some random thoughts concerning college conditions. Popular science monthly, 82:397-411, April 1913.

Author says that "the college authorities should demand less in mass but more of thoroughness from the preparatory schools." Argues that there should be a "definite legal determination as to the meaning of the term 'college.'" Advocates the repealing of the charters of many schools which have the power to grant degrees.

736. **Stockbridge, Frank P.** A university that runs a state. World's work, 25:699-708, April 1913.

Work of the Wisconsin State University. "Brings exact scientific information and its application, not only to the affairs of the individual, but to those of the whole community."

737. **Waterlow, Sydney Philip Perigal, ed.** In praise of Cambridge; an anthology in prose and verse. London, Constable and company, Ltd., 1912. 221 p. 8°.

738. **Woodbridge, Frederick J. E.** The present status of the degree of doctor of philosophy in American universities. Columbia university quarterly, 15:126-32, March 1913.

"Paper read at the fourteenth annual meeting of the Association of American universities Philadelphia, Pa., November 7-9, 1912."

SCHOOL ADMINISTRATION.

739. **Barrett, S. M.** Efficient supervision. Oklahoma school herald, 21:13-16, March 1913.

Gives four principles of school supervision.

740. **Chancellor, William Estabrook.** The New York school inquiry. School journal, 80 : 166-70, March 1913.
741. **Elliott, Edward C.** The report of the New York school inquiry: the system of general supervision and the board of examiners. Elementary school teacher, 13 : 320-25, March 1913.
A general résumé without criticism.
742. **Ellis, Alston.** Better financial support of the public schools. Ohio teacher, 33 : 366-72, March 1913.
"A paper read before the Ohio school improvement federation, Columbus, Ohio, December 27 1912."
743. **M., H.** Zur reorganization der Basler Volksschule. Schweizerische Lehrerzeitung, 58 : 81-83, March 1, 1913.
Discusses the proposal to detach the fifth and sixth school years from the *Sekundarschule* and assign them to the *Primarschule*.
744. **Nudd, Howard W.** A description of the Bureau of compulsory education of the city of Philadelphia, showing how its organization and administration bear upon the problems of compulsory education in the city of New York. New York, Public education association of the city of New York, 1913. 62 p. 8°.
745. **Pritchett, Henry S.** A pension system for public schools. Independent, 74 : 617-21, March 20, 1913.
Writer discusses the desirability of pensions for public school teachers, and outlines a feasible plan for state action.
746. **Redway, Jacques W.** Knocking the New York city schools. Journal of education, 77 : 371-72, April 3, 1913.
747. **Sinclair, William M.** What is wise economy in school administration. Wyoming school journal, 9 : 173-79, March 1913.
748. **Strayer, George Drayton and Thorndike, Edward L.** Educational administration. Quantitative studies. New York, The Macmillan company, 1913. xii, 391 p. 8°.
CONTENTS: Part I. Studies of the students. Part II. Studies of the teaching staff. Part III. Studies of the organization of schools and courses of study. Part IV. Means of measuring educational products. Part V. School finance.
"The selections quoted or summarized in this volume are deliberately chosen from the work that has been done at Teachers college, Columbia university, in the application of quantitative methods to administrative problems." - Pref.

SCHOOL MANAGEMENT.

749. **Barker, James F.** A home-room plan. School review, 21 : 235-38, April 1913.
Adoption of the plan, says the writer, fosters the growth of school spirit, in place of class spirit, and serves to increase control in all school activities.
750. **Downing, Elliot R.** A study of an attempt at uniformity in grading students. School science and mathematics, 13 : 290-93, April 1913.
Gives the results of an investigation at the Northern state normal school of Michigan to determine what degree of uniformity there was in the various departments in grading the students.
751. **Garrett, T. H.** A longer school day. High school quarterly, 1 : 149-51, April 1913.
The author believes that we shall eventually have to come to a double daily session of seven hours.
752. **Gayler, G. W.** Elimination from a different angle. Psychological clinic, 7 : 11-16, March 15, 1913.
Gives specific and helpful plans for holding children in school, as carried out in Canton, Ill.

753. **Gray, Clarence Truman.** Variations in the grades of high school pupils. Baltimore, Warwick & York, 1913. 120 p. 12°. (Educational psychology monographs, ed. by G. M. Whipple; no. 8)

Mr. Gray's work should interest all teachers and more particularly all school administrators, because he not only shows clearly how unreliable are the grades commonly given by teachers and makes evident the need of instruction and training in grading, but also presents a relatively simple method by means of which any high-school principal can study the condition of the grading in his own school."—Editor's pref.

754. **McBee, Percy C.** Bridging the gap. West Virginia school journal, 42:10-12, April 1913.

Mentions four difficulties in bridging the gap between the eighth grade and the high school, and suggests ways in which these difficulties may be removed or lessened.

755. **Starch, Daniel and Elliott, Edward C.** Reliability of grading work in mathematics. School review, 21:254-59, April 1913.

Investigation with a geometry paper, written as a final examination by a pupil in one of the largest high schools in Wisconsin.

SCHOOL ARCHITECTURE.

756. **Cheney, Charles Henry.** The Oakland school building inquiry. American school board journal, 46:9-11, 56, April 1913.

To be concluded in the May issue.

"The first comprehensive study of the problems of school architecture, as applied to an important city, by an expert commission representing the widely differing view points of school administrator, supervisor, teacher, architect, sanitary engineer, and sociologist was made recently in Oakland, Cal. The very interesting conclusions arrived at by the Oakland commission and the important standards evolved by them are here summarized by an experienced architect and published for the first time."—Editor's note.

757. **Dunlop, John Y.** Primary schools in Scotland. American school board journal, 46:17-19, 58-59, April 1913.

"While the United States has made wonderful progress in the design and construction of schoolhouses, we can learn much from the European countries. Most suggestive for American architects and educators are some of the standards of school architecture adopted by the Scottish Education board. How these standards are embodied in typical elementary schools is here interestingly described by a leading architect."—Editor.

758. **Sturgis, R. Clipston.** The schoolhouse department of Boston, Mass. American school board journal, 46:12-13, 57-58, April 1913.

"How shall cities select architects for new schoolhouses and how shall the construction of these buildings be controlled. Mr. R. Clipston Sturgis presents Boston's most suggestive reply to this question. The opinions and conclusions of the author are of more than current value because of his service on the Boston board of schoolhouse commissioners and of his very wide observations as a schoolhouse architect."—Editor.

SCHOOL SANITATION AND HYGIENE.

759. **Bancroft, Jessie H.** The posture of school children, with its home hygiene and new efficiency methods for school training. New York, The Macmillan company, 1913. xii, 327 p. illus. 8°.

The term "posture" is used in this book to denote the habitual carriage of the body, especially in the erect position.

760. **Brandenburg, W. A.** Sanitation and health in rural schools. Oklahoma school herald, 21:10-12, April 1913.

Criticizes the sanitation in rural schools and suggests remedies for bettering it.

761. **Gould, George M.** Saving the backward school child. Journal of the American medical association, 60:1059-60, April 5, 1913.

Discusses eye troubles. Estimates that there are about 75,000 children with defective vision in the public schools of New York city.

762. **Harris, G. A.** School sanitation. Wyoming school journal, 9:179-83, March 1913.
"Read before the teachers at the Big Horn county teachers' institute."
763. **Nietner, T. A. J.** Die bekämpfung der tuberkulose unter den schulkindern. Pädagogische warte, 20: 311-18, March 15, 1913.
A review of German progress of the last few years in combatting tuberculosis among school-children.
764. **Putnam, Helen C.** School janitors, mothers and health. Easton, Pa., American academy of medicine press [1913] 201 p. 12°.
765. School-books in relation to eyesight. School world, 15: 85-88, March 1913.
766. **Winder, Phyllis D.** The public feeding of elementary school children. London, New York [etc.] Longmans, Green and co., 1913. 84 p. 8°. (Birmingham studies in social economics and adjacent fields . . . II)

SEX HYGIENE.

767. **Bigelow, Maurice A.** Sex-instruction. Sex-instruction as a phase of social education. Religious education, 8: 11-22, April 1913.
768. **Fogester, Friedrich Wilhelm.** Marriage and the sex-problem . . . tr. by Merrick Booth. New York, F. A. Stokes company [1912] 228 p. 12°.
769. **Pedersen, Victor Cox.** Sex hygiene in the public schools. Reasons why children, girls in particular, should be taught these subjects in the class-room. Good housekeeping, 56: 532-34, April 1913.
"This sane and helpful talk was inspired by a mother's article in the September issue of this magazine, protesting against instruction in sex hygiene in the public schools."
Author says: "To teach sexology to the exclusion of parental direction is a mistake."

PLAY AND-PLAYGROUNDS.

770. **Kastman, Valborg and Köhler, Greta.** Swedish song games; a collection of games and songs for school, home, and playground use. Boston, New York [etc.] Ginn and company [1913]. vii, 95 p. front., plates, diagrs. 12°.

SOCIAL ASPECTS OF EDUCATION.

771. **Cabot, Mrs. Ella Lyman.** Two experiments in social education. American teacher, 2:50-54, April 1913.
"Read before the Conference on social education in high schools, of the Religious education association, Cleveland, O., March 10, 1913."
772. **Cole, Nelda H.** The social service work of the Briggsville school. Atlantic educational journal, 8:260-62, March 1913.
"The Briggsville school is a rural training school in connection with the State normal school at North Adams Mass."
773. **Monroe, Paul.** Influence of the growing perception of human interrelation-ship on education. American journal of sociology, 18:622-40, April 1913.
Says that one of the important applications of the new conception of education is its adoption "as the means of raising backward nations to full membership in the family of nations."
774. **Ward, Edward J., ed.** The social center. New York and London, D. Appleton and company, 1913. x, 359 p. 12°.
Bibliography: p. 344-51.
775. **White, Eva W.** The home and social efficiency. Journal of home economics, 5:122-30, April 1913.
"Presented at the annual meeting of the American home economics association, Boston, 1912."

CHILD WELFARE.

776. **McCracken, Elizabeth.** The American child. Boston and New York, Houghton Mifflin company, 1913. xxvi, 191 p. illus. 12°.
CONTENTS: 1. The child at home. 2. The child at play. 3. The country child. 4. The child in school. 5. The child in the library. 6. The child in church. Conclusion.
777. **Pepler, Douglas.** The care committee, the child and the parent; a small volume containing the history of the provision of meals to the children of poor parents; and an account of children's care committees, their work and organization, with particular reference to the place of the voluntary worker and the duties of an official. London, Constable & company, Ltd., 1912. 101 p. 12°.
778. **Werner, Carl.** Bringing up the boy. A message to fathers and mothers from a boy of yesterday concerning the men of to-morrow. New York, Dodd, Mead and company, 1913. xiii, 114 p. illus. 12°.

MORAL AND RELIGIOUS EDUCATION.

779. **Coleman, Norman F.** The Bible as literature in the high-school. School review, 21:246-49, April 1913.
Shows the results obtained in Spokane in the year 1904.
780. **Huntley, Emily.** Graded school problems; questions from the field discussed and answered. London, The Sunday school union [1912]. 215 p. 12°.
Relates to the graded Sunday school.
781. **Roger, Maurice.** Le deuxième Congrès international d'éducation morale. Revue pédagogique, n. s. 62:201-224, March 1913.
First article. to be continued.
782. **Smith, Charles Forster.** Religious work in a state university. Religious education, 8:66-76, April 1913.
An account of religious work and conditions at the University of Wisconsin. Reprinted from the Methodist review, October 1912.
783. **Stainsby, W. C.** The religious education of children. Parents' review, 24:161-75, March 1913.
784. **Sutton, W. S.** A general discussion of the different plans for moral instruction. Texas school magazine, 15:7-9, April 1913.
"A paper read before the Religious education association, Cleveland, Ohio."
785. **Tale-bearing and character.** Outlook, 103:708-15, March 29, 1913.
A dissertation on school ethics. Illustrated by letters from teachers. Results of early intellectual training.

MANUAL AND VOCATIONAL TRAINING.

786. **Anthony, Willis B.** Teaching real life in school. World's work, 25:695-98, April 1913.
Describes work at the Practical arts school, Fitchburg, Mass.
787. **Buchanan, Charles M.** The cultural value of vocational training. Southern workman, 42:203-208, April 1913.
788. **Cadbury, Edward.** Experiments in industrial organization. With a preface by W. J. Ashley, professor of commerce in the University of Birmingham. London, New York [etc.] Longmans, Green, and co., 1912. xxi, 296 p. 12°.
Education of employees, p. 11-67.
789. **Challman, S. A.** How to begin industrial work in small schools. School education, 32:7-8, March 1913.

790. **Deutscher ausschuss für technisches schulwesen.** Abhandlungen und berichte über technisches schulwesen. Band I-IV. Leipzig und Berlin, B. G. Teubner, 1910-1912. 4 v. 8°.
 Band I-II, Arbeiten auf dem gebiete des technischen mittelschulwesens. Band III, Arbeiten auf dem gebiete des technischen niederen schulwesens. Band IV, Berichte aus dem gebiete des technischen hochschulwesens.
 This important series has now reached its fourth volume.
791. **Dewey, John.** Industrial education and democracy. Survey, 29:870-71, 893, March 22, 1913.
 A reply to an article on the Wisconsin experiment in industrial education, by H. E. Miles, Survey, February 15, 1913. Prof. Dewey condemns the scheme of industrial education which has been proposed for adoption by the next legislature of Illinois. This scheme proposes "a separate State commission of vocational education, wherever the community may wish to develop any form of industrial education." The writer says that it will result in "industrial classes," and possibly an exploitation of labor.
792. **Hicks, Warren E.** The function of continuation schools. Wisconsin journal of education, 45:70-72, March 1913.
 Discusses elementary-industrial schools, part-time schools, evening classes, etc.
793. ——— Vocational education in Wisconsin. American schoolmaster, 6:145-54, April 1913.
 Discusses continuation schools.
794. **Jevons, H. Winefrid.** The industrial training and placing of juveniles in England. Journal of political economy, 21:243-54, March 1913.
 Says that opinion in England is growing, "that to lessen the extent of juvenile employment in unsuitable occupations, legislative action is necessary."
795. **Leighton, E. V.** Some public schools that are not failures. II. The Beverly independent industrial school. Popular educator, 30:425-29, April 1913.
796. **Mearns, William.** Six million workers. The public school and the self-supporting woman. Saturday evening post, 185:16-17, 48-49, March 22, 1913.
 Tells of the work of various trade schools for girls, such as the Manhattan trade school for girls, New York, Union school of salesmanship, Boston, etc.
797. **Nearing, Scott.** Public schools that are making good: 1. Elementary schools that are linked to real life. Ladies' home journal, 30:19-20, 72, April 1913.
 Among other things describes the work of the Fitchburg (Mass.) Practical arts school. Advocates vacation schools in summer, etc.
798. **Russell, James Earl and Bonser, Frederick Gordon.** Industrial education. New York city, Teachers college, Columbia university, 1912. 50 p. 8°.
799. **Thomson, Mary Horner.** Environment and efficiency; a study in the records of industrial schools and orphanages. London, New York [etc.] Longmans, Green and co., 1912. 100 p. 8°. (Birmingham studies in social economics and adjacent fields . . . 1)

VOCATIONAL GUIDANCE.

800. **Barrows, Alice P.** Report of the Vocational guidance survey. New York, Public education association of the city of New York [1912] 15 p. 8°.
 Reprinted from the fourteenth annual report of the City superintendent of schools, New York city, 1912.
 The Vocational guidance survey has now become the Vocational education survey, a department of the Public education association. A final report is in preparation.
801. **Hermann, Anna.** Die berufswahl unserer töchter. Lehrerin, 20:401-4, March 15, 1913.
 An address before parents in a girls' secondary school. The speaker begins her discussion with two statements she has frequently heard from fathers: "Woman's place is the home"; and "While I am living my daughter will not have to earn her living".

AGRICULTURAL EDUCATION.

802. **Johns, W. A.** School gardens. Ohio educational monthly, 62: 151-56, April 1913.
Garden work by grades, from the first to the eighth grade.
803. **Knirk, Carl F.** Agriculture in the high school. School science and mathematics, 13: 306-10, April 1913.
Agriculture in a city high school.
804. **Meier, William Herman Dietrich.** School and home gardens. Boston, New York [etc.] Ginn and company [1913] v, 319 p. front. (col.) illus. 8°.
805. **Riordan, Raymond.** A new idea in state schools that will build up character and body as well as brain. Craftsman, 24: 52-60, April 1913.
Advocates the establishment of a farm school in every community. Properly managed such a school would support the public school of the district. Author says: "A cooperative market could become a part of the project."

COMMERCIAL EDUCATION.

806. **Downey, James E.** "Education for business." The Boston high school of commerce. Journal of political economy, 21: 221-42, March 1913.
Describes activities and curriculum.
807. **Hotchkiss, Willard E.** The Northwestern university school of commerce. Journal of political economy, 21: 166-208, March 1913.
Purpose of institution was to give in evening courses "an opportunity for capable and ambitious employees to pursue business subjects from the point of view of foundation principles."
808. **Jones, Edward D.** Some propositions concerning university instruction in business administration. Journal of political economy, 21: 185-95, March 1913.
Advocates the raising of industrial activity to the plane of an intellectual pursuit, governed by a high code of ethics.
809. **Sheppard, James J.** The place of the high school in commercial education. Journal of political economy, 21: 209-20, March 1913.
Says that the commercial school ought not to limit its activity to day instruction.

MEDICAL EDUCATION.

810. **Bevar, Arthur Dean.** Medical education and the hospital. Journal of the American medical association, 60: 974-79, March 29, 1913.
Sketches the history and development of medical science. Advocates the cooperation of the municipal hospital and the general hospital, supported by private endowment, with the medical department of the university.
811. **Colwell, N. P.** The present status of medical education. Journal of the American medical association, 60: 1096-99, April 5, 1913.
Report given at the ninth annual conference of the Council on medical education, Chicago, February 24, 1913. Illustrated with graphic statistics.
812. **Lyon, E. P.** The problem of teaching general medicine. Journal of the American medical association, 60: 1040-54, April 5, 1913.
Writer thinks that the weakest part of medical teaching is general medicine. "It should be the strongest. It should be a university department, like the other divisions of biologic science." Read as the report of the committee on pedagogy before the Association of American medical colleges, February 26, 1913.
813. **A premedical college year.** Journal of the American medical association, 60: 1016-17, March 29, 1913.
Gives a schedule of the subjects "offered in academic and secondary schools, credits in which are acceptable for entrance to the preliminary college year leading to the medical courses."

EDUCATION OF WOMEN.

814. **Conference of university women, Oxford, Eng.** The Christian education of women in the East. Being addresses delivered at a conference of university women at Oxford. September 4th to 10th, 1912. London, Student Christian movement [1912] 160 p. 8°.
815. **Cowan, Minna G.** The education of the women of India. New York, Chicago [etc.] F. H. Revell company [1912] 256 p. illus. 8°.
816. **Gulick, L. H.** Amerikas weibliche jugend am lagefeuer. Körperliche erziehung, 46:35-39, February 1913.
Describes the Campfire girls of America. Typical of the prevailing German interest in American physical education movements.
817. **Hendrick, Burton J.** A school for womanhood. McClure's magazine, 41:46-57, May 1913.
Describes the activities of the Washington Irving high school, New York city, which, according to the writer, "represents a vigorous revolt against the rigidity of the American public schools."

EDUCATION OF SPECIAL CLASSES.

818. **Berkey, J. M.** Special schools for exceptional children. Pennsylvania school journal, 61:420-23, March 1913.
Address delivered before the graded school department of the Pennsylvania state educational association, December 27, 1912.
819. **Favrot, Leo M.** Training teachers for rural schools for negroes. Arkansas school journal, 18:13-15, March 1913.
Claims that in addition to the general requirements in scholarship, professional training and personal attributes, a teacher of a rural school should possess a love of nature, an understanding of rural activities, and a knowledge of the art of rural industries.
820. **Fuller, Sarah.** Home training in the development of speech. Volta review, 14:701-9, March 1913.
To be continued. Contains illustrations showing the positions of the vocal organs in speech.
821. **Herndon, Carrie P.** The exceptional child and what we are doing for him. Normal instructor, 22:26, April 1913.
Discusses the physically and morally exceptional child. The next article by the same author will deal with the mentally exceptional child.
822. **O'Donnell, Francis H. E.** Ethics in the education of the deaf. Volta review, 14:720-27, March 1913.

LIBRARIES AND READING.

823. **Fargo, Lucile F.** The place of the library in high school education. Education, 33:473-77, April 1913.
Discusses the question of making the library an integral part of our system of secondary education.
824. **Freeman, Marilla Waite.** The joint work of the high school and the public library in relating education to life. Library journal, 38:179-83, April 1913.
"Read at the meeting of the Department of libraries, Southern educational association, Louisville, Ky., November 29, 1912."
825. **Greenman, Edward D.** The development of secondary school libraries. Library journal, 38:183-89, April 1913.
Bibliography: p. 188-89.
Describes briefly four representative types of high school libraries, and gives statistics showing the growth of secondary school libraries since 1896.

826. **Herbert, Clara W.** An exhibit of library resources helpful to schools and teachers. *Public libraries*, 18:150-52, April 1913.
Describes an exhibit at the Public library of Washington, D. C.
827. **Olcott, Frances Jenkins.** The children's free library and city education. *American city*, 8:257-64, March 1913.
828. **Wood, Harriet A.** Sets for children. *Public libraries*, 18:138-41, April 1913.
Gives the replies of circular letters sent to a number of children's librarians to discover their attitude toward four sets of children's books.

PERIODICALS INDEXED IN THIS NUMBER.

- American city, 93 Nassau street, New York, N. Y.
American education, 50 State street, Albany, N. Y.
American journal of sociology, University of Chicago press, Chicago, Ill.
American school board journal, 129 Michigan street, Milwaukee, Wis.
American schoolmaster, State normal school, Ypsilanti, Mich.
American teacher, 225 Fifth avenue, New York, N. Y.
Arkansas school journal, Peoples building, Little Rock, Ark.
Atlantic educational journal, 19 West Saratoga street, Baltimore, Md.
Catholic educational review, Washington, D. C.
Colorado school journal, 230 Railway Exchange building, Denver, Colo.
Columbia university quarterly, Columbia university press, New York, N. Y.
Contemporary review, 249 West Thirteenth street, New York, N. Y.
Craftsman, 41 West Thirty-fourth street, New York, N. Y.
Éducateur moderne, Paris, France.
Education, 120 Boylston street, Boston, Mass.
Educational foundations, 31-33 East Twenty-seventh street, New York, N. Y.
Educational review, Columbia university, New York, N. Y.
Elementary school teacher, University of Chicago press, Chicago, Ill.
English journal, University of Chicago press, Chicago, Ill.
Fortnightly review, 249 West Thirteenth street, New York, N. Y.
Frauenbildung, Leipzig, Germany.
Geographical teacher, London, England.
Good housekeeping magazine, 381 Fourth avenue, New York, N. Y.
Harper's magazine, Franklin square, New York, N. Y.
High school quarterly, University of Georgia, Athens, Ga. (Prof. J. S. Stewart, editor.)
Independent, 130 Fulton Street, New York, N. Y.
Irish educational review, Dublin, Ireland.
Journal of education, 6 Beacon street, Boston, Mass.
Journal of educational psychology, Warwick & York, inc., Baltimore, Md.
Journal of home economics, Roland Park Branch, Baltimore, Md.
Journal of political economy, University of Chicago press, Chicago, Ill.
Journal of the American medical association, 535 Dearborn avenue, Chicago, Ill.
Körperliche erziehung, Vienna, Austria.
Ladies' home journal, Curtis publishing company, Philadelphia, Pa.
Lehrerin, Leipzig, Germany.
Library journal, 298 Broadway, New York, N. Y.
McClure's magazine, Fourth avenue and Twentieth street, New York, N. Y.
Minerva, Ostende, Belgium.
Monatshefte für den naturwissenschaftlichen unterricht, Leipzig, Germany.
Monatshefte für deutsche sprache und pädagogik, 559-568 Broadway, Milwaukee, Wis.
Nebraska teacher, 1128-1128 Q street, Lincoln, Nebr.
Normal instructor, Danville, N. Y.
Ohio educational monthly, 55 East Main street, Columbus, Ohio.

Ohio teacher, 81-87 North Third street, Columbus, Ohio.
 Oklahoma school herald, Oklahoma City, Okla.
 Oregon teachers monthly, Salem, Oreg.
 Outlook, 287 Fourth avenue, New York, N. Y.
 Pädagogische warte, Leipzig, Germany.
 Parents' review, London, England.
 Pedagogical seminary, Worcester, Mass.
 Pennsylvania school journal, Lancaster, Pa.
 Popular educator, Popular educator company, Boston, Mass.
 Popular science monthly, Substation 84, New York, N. Y.
 Progressive teacher, Nashville, Tenn.
 Psychological clinic, Woodland avenue and Thirty-sixth street, Philadelphia, Pa.
 Public libraries, 37 South Wabash avenue, Chicago, Ill.
 Religious education, 332 South Michigan avenue, Chicago, Ill.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.
 Rivista pedagogica, Rome, Italy.
 Saturday evening post, Curtis publishing company, Philadelphia, Pa.
 School and home education, Bloomington, Ill.
 School education, 717 Hennepin avenue, Minneapolis, Minn.
 School journal, 31-33 East Twenty-seventh street, New York, N. Y.
 School music, Keokuk, Iowa.
 School news and practical educator, Taylorville and Chicago, Ill.
 School review, University of Chicago press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 School world, London, England.
 Schweizerische lehrerzeitung, Zürich, Switzerland.
 Science, Substation 84, New York, N. Y.
 Sewanee review, Sewanee, Tennessee.
 Sierra educational news, 50 Main street, San Francisco, Cal.
 South Dakota educator, Mitchell, S. D.
 Southern workman, Hampton, Va.
 Survey, 105 East Twenty-second street, New York, N. Y.
 Texas school magazine, 1304 Commerce street, Dallas, Tex.
 Virginia journal of education, Richmond, Va.
 Volta review, Volta Bureau, Washington, D. C.
 West Virginia school journal, 346 Front street, Morgantown, W. Va.
 Wisconsin journal of education, Parker educational co., Madison, Wis.
 World's work, Doubleday, Page & Co., Garden City, N. Y.
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